

Palmetto Achievement Challenge Tests Alternate Assessment

Score Report User's Guide

For Use with PACT-Alt 2004 Score Reports



2004

South Carolina Department of Education

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Introduction

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA 97) created the mandate to include all students, among them students with significant disabilities, in the state testing and accountability systems. The South Carolina Accountability Act of 1998 provides for the establishment of a performance-based accountability system that includes all students. This act supports South Carolina's commitment to public education and a conviction that high expectations for **all** students are a vital component of improving academic education.

The South Carolina Curriculum Standards provide the basis for alignment across the system for district and school curricula, classroom instruction, units of study, and learning experiences. The curriculum standards are the basis for the **Palmetto Achievement Challenge Tests (PACT)**, including the PACT-Alt.

PACT-Alt is a portfolio-based assessment system that was developed to meet the needs of students with significant disabilities who cannot participate in the PACT assessment even with accommodations and/or modifications. Portfolios contain evidence of student performance relative to progress within the content areas of the South Carolina Curriculum Standards. Evidence is gathered throughout the year, placed in each student's portfolio, and submitted for scoring at the end of the school year.

The primary purpose of the PACT-Alt is to ensure that students with disabilities who cannot participate in the PACT, even with accommodations and modifications, have the opportunity to participate in a challenging standards-based curriculum that will result in high academic expectations. PACT-Alt is intended for the relatively few students with significant disabilities, generally no more than one to two percent of the school population. The PACT-Alt will ensure that these students are included in the state's education accountability system, will provide a measure of student achievement, and will measure the extent of system support.

To ensure that all students, including students with significant disabilities, are included in the testing and accountability systems and have appropriate access to the South Carolina Curriculum Standards, the alternate assessment is based on the following principles:

- All children can learn, be expected, and be challenged to meet high standards.
- Special education is an extension and adaptation of the general education program and curriculum rather than an alternate or separate system.
- The South Carolina State Board approved standards are the foundation for all students, including students with unique needs and abilities.
- Measurement and reporting must be defensible in terms of feasibility, validity, reliability, and comparability.
- Results of the state standards-based program must be used to improve planning, instruction, and learning.
- An alternate assessment is appropriate for the few students for whom the state assessment, even with accommodations, is not appropriate.
- The alternate assessment is designed for a diverse group of students and should be flexible enough to address their individual needs.

Student Participation

The decision about a student's participation in the PACT-Alt is made by the student's Individualized Education Program (IEP) team and documented in the IEP. To document that PACT-Alt assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- The student demonstrates cognitive ability and adaptive skills that prevent completion of the state-approved standards even with accommodations and modifications;
- The student has current adaptive skills for which extensive direct instruction in multiple settings is required to accomplish the application and transfer of skills necessary for functional application in school, work, home, and community environments;
- The student is unable to apply or use academic skills in natural settings when instructed solely or primarily through school-based instruction; and
- The student's inability to complete the state standards is not the result of excessive or extended absences or social, cultural, or economic differences.

Students who meet the participation criteria and whose age and years in school are commensurate with students in grades 3-8 should participate in PACT-Alt.

Portfolio Contents

The PACT-Alt is a portfolio assessment consisting of evidence of student progress toward targeted skills linked to the *South Carolina Curriculum Standards*. The required evidence includes student work, and data collected by the teacher of the student's progress. The work is collected within four data collection periods in the school year that reflect the student's progress or individualized targeted skills in each entry in the context of the *South Carolina Curriculum Standards*.

A completed portfolio must contain the following components:

- Portfolio validation form,
- Four content entries based on the *South Carolina Curriculum Standards*,
- Evidence of student progress within standards-based instruction, and
- Evidence of program supports.

The portfolio was not scored if the portfolio validation form did not include the principal or designee's signature.

Four Content Area Entries

The portfolio must include an entry for each of these four content areas: English language arts (ELA), mathematics, science, and social studies.

Entry Contents

Each entry must contain the following components:

- An entry cover sheet,
- Evidence of student progress on the IEP objective or functional targeted skill,
- Evidence of instruction within the context of standards-based activities,
- Evidence of opportunities for student self-determination/choice making that impacts learning within the context of standards-based activities, and
- Evidence that instruction occurs in multiple settings.

Scoring of the PACT-Alt Portfolio

Scoring

Scoring took place in a scoring center in Louisville, Kentucky. Scorers were special education teachers in Kentucky who were trained to conduct scoring. Kentucky teachers have been using portfolio assessments with students with significant disabilities for approximately eleven years.

Portfolios were reviewed by at least two independent qualified scorers. Students were assigned an achievement level in student progress. Program supports, including opportunities for standards-based instruction, for student self-determination, and for instruction in multiple settings, were evaluated and scored numerically.

Range-Finding Committee

On May 24-26, 2004, prior to scoring, a committee of South Carolina teachers who had experience with administering the PACT-Alt, scored random portfolios to identify examples of each achievement level to be used as training guides for the scorers. A description of the characteristics of these examples may be found in the section of this guide on scoring clarifications.

The four achievement levels are:

Below Basic (BB)

The evidence in the portfolio of a student who performs at the **Below Basic** level on PACT-Alt indicates that the student has demonstrated inconsistent or no progress on a targeted skill within the context of the South Carolina Curriculum Standards.

Basic (B)

The evidence in the portfolio of a student who performs at the **Basic** level on PACT-Alt indicates that the student has demonstrated progress on a targeted skill within the context of the South Carolina Curriculum Standards.

Proficient (P)

The evidence in the portfolio of a student who performs at the **Proficient** level on PACT-Alt indicates that the student has demonstrated progress on a targeted skill that increased in complexity within the context of the South Carolina Curriculum Standards.

Advanced (A)

The evidence in the portfolio of a student who performs at the **Advanced** level on PACT-Alt indicates that the student has demonstrated consistent progress on a targeted skill that increased in complexity within the context of the South Carolina Curriculum Standards.

Score report notes:

Late Enrollment (LE)

This is the designation for results for student progress and program supports if the student entered the school/district after January 30, and there was not sufficient time to collect evidence of student progress across the entire year. The student score is reported as Below Basic for the school and district summaries. The individual student report will reflect that there was not sufficient data to score student progress.

Insufficient Data (IS)

This is the designation for results for student progress and program supports if there was not enough evidence in the portfolio to assign a score. The student is reported as not tested for the school and district summaries.

Off Topic (OT)

This is the designation for results for student progress and program supports if the documentation in the portfolio was not related to the assigned curriculum standards. The student score is reported as Below Basic for the school and district summaries. The individual student report will reflect that there was not sufficient data to score student progress.

No Supporting Evidence (NE)

This is the designation for results for student progress if there is no program support evidence to document that progress occurred within standards-based activities and instruction. The student score is reported as Below Basic on the school and district summaries. The individual student report will reflect that there was insufficient information to score student progress.

Scoring Student Progress

The final score in Student Progress requires an exact agreement between two scorers. Exact agreement occurs when two independent scorers assign the same performance level to the student progress dimension. See the table below for three examples of how an exact agreement is determined.

Student Progress

	Scorer 1	Scorer 2	Scorer 3	Scorer 4	Final Score
Example 1	BB	BB	NA	NA	BB
Example 2	B	BB	B	NA	B
Example 3	A	B	P	P	P

Scoring Keys: BB – Below Basic; B – Basic; A – Advanced; P – Proficient; NA – Not Applicable

How student progress is scored

Each entry is required to show evidence of student progress on the functional targeted skill through data collection and graphing that supported the data. If the evidence of student progress is not clear, present or does not include the graph and analysis of the data, the student progress performance level score is **Below Basic**. If evidence supports progress in only two data collection periods, and there is no evidence of increased complexity the student progress performance level score is **Below Basic**.

If the evidence of student progress is clear in three data collection periods, but does not include graphing, analysis, and documentation of increased complexity, the student progress performance level score is **Basic**. If progress is clear in two data collection periods and there is evidence of increased complexity in one of the last three data collection periods, the student progress performance level score is **Basic**.

If there is evidence of progress in three data collection periods and increased complexity in two of three periods, the student progress score is **Proficient**.

If progress is clear in three data collection periods and there is evidence of increased complexity in the last three data collection periods, the student progress performance level score is **Advanced**.

Scoring Program Supports

All program support documentation is considered supporting evidence of the student's progress within standards-based instruction. The documentation for program supports is scored across the year and not within data collection periods. Numerical scores are assigned to these three dimensions of the scoring guide. Standards-Based Activities, Opportunity for Student Self-Determination/Choice making within Standards-Based Activities, and Opportunity for Standards-Based Instruction in Multiple Settings dimensions are scored adjacently using a 1-3 scale. Adjacent score means that scorers rank the program support dimensions similarly. For example, 1 and 2 are adjacent numbers. In this case the scores are averaged as the scoring indicates the dimension has characteristics of both levels. The table below illustrates the possible combinations of scores including the final score.

Scorer 1	Scorer 2	Scorer 3	Final Score
1	1	NA	1
1	2	NA	1.5
1	3	1	1
1	3	2	2
2	2	NA	2
2	3	NA	2.5

Scoring Guide

The PACT-Alt Scoring Guide is used to assign a score to each entry within the portfolio. The scoring guide has two parts: *Student Performance* and *Program Supports*.

Part 1 Student Performance – evaluates student progress on the functional targeted skill within the context of the *South Carolina Curriculum Standards* and generates the student score. The performance levels are reported as **Below Basic**, **Basic**, **Proficient**, or **Advanced**.

Data collection sheets and graphing are the primary pieces of evidence that are used to demonstrate student progress. Progress is scored within each data collection period.

Part 2 Program Supports – evaluates effective practice. There are three scoring dimensions within the program supports component. The first dimension addresses the opportunity the program affords the student to receive instruction in standards-based activities. The second dimension addresses the opportunity the program affords the

student to experience self-determination and to make choices that have significant impact on learning. The third dimension addresses the opportunity the program provides the student to receive instruction in multiple settings. Each dimension is scored separately and reported numerically as a level 1, 2, or 3.

Scoring for the three program support dimensions is based on evidence collected across the school year, not within each data collection period.

PACT-Alt Scoring Guide 2003/2004

STUDENT PERFORMANCE

Provides information on student progress on the functional targeted skill within the context of the South Carolina Curriculum Standards

Scoring Dimensions	Below Basic	Basic	Proficient	Advanced
Student Progress within Standards-Based Activities	Data recorded in all 4 periods.	Data recorded in all 4 periods.	Data recorded in all 4 periods.	Data recorded in all 4 periods.
	Progress on functional targeted skill not evidenced.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.
	Increased complexity not present or clear.	Increased complexity not present or clear OR Progress on functional targeted skill evidenced in two of the last three periods (2 nd , 3 rd , 4 th) and Increased complexity evidenced in 1 of the last 3 periods (2 nd , 3 rd , or 4 th)	Increased complexity evidenced in 2 of the last 3 periods (2 nd , 3 rd , 4 th periods).	Increased complexity evidenced in the 2 nd , 3 rd , and 4 th periods.

PROGRAM SUPPORTS

Provides information on effective practice and program support for student performance on the targeted functional skill.

Scoring Dimensions	1	2	3
Standards-Based Activities	There is little or no evidence of opportunity for the student to perform the functional targeted skill within the context of age appropriate standards-based activities.	There is evidence of opportunity for the student to perform the functional targeted skill within the context of age appropriate standards-based activities.	There is evidence of opportunity for the student to perform the functional targeted skill within the context of a variety of age appropriate standards-based activities.
Opportunity for Student Self-Determination within Standards-Based Activities	There is little or no evidence of opportunity for the student to make choices.	There is evidence of opportunity for the student to make choices that impact student learning.	There is evidence of consistent opportunity for the student to make choices that impact student learning.
Opportunity for Standards-Based Instruction within Multiple Settings	There is no evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in settings other than specialized environments.	There is evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in a variety of settings.	There is evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in a variety of settings of which at least one must be with non-disabled peers or in the community.

Scoring Guide Clarifications

The scoring guide for the PACT-Alt was developed using a set of criteria as a guide. The criteria found in the dimensions of the scoring guide were selected based on research that supports these factors and are positively related to increased academic achievement of students with significant disabilities.

The following are clarifications of the scoring guide that were used to assign a score to the PACT-Alt portfolio. These clarifications are derived from the key language in the scoring rubric.

Part 1: This section of the scoring guide measures student progress on a functional targeted skill that is taught in the context of the state curriculum standards.

Student Progress Dimension

Student Progress within Standards-Based Activities	Data recorded in all 4 periods.	Data recorded in all 4 periods.	Data recorded in all 4 periods.	Data recorded in all 4 periods.
	Progress on functional targeted skill not evidenced.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.
	Increased complexity not present or clear.	Increased complexity not present or clear OR Progress on functional targeted skill evidenced in two of the last three periods (2 nd , 3 rd , 4 th) and Increased complexity evidenced in 1 of the last 3 periods (2 nd , 3 rd , or 4 th)	Increased complexity evidenced in 2 of the last 3 periods (2 nd , 3 rd , 4 th periods).	Increased complexity evidenced in the 2 nd , 3 rd , and 4 th periods.

Definitions

Evidence of **Student progress** within instruction in the context of the *South Carolina Curriculum Standards* is found on the data collection sheet and the graph that describes the progress of the student on the functional targeted skill. The graph must include a description or analysis of the data.

Functional is the degree to which the activity or skill has meaning for a student in current or future environments and results in increased capacity or independence.

Targeted skill is what the student is to learn in the activity or instruction. A skill is a measurable, observable behavior. Targeted skills may be IEP objectives or related to IEP goals or objectives.

Increased complexity is based on evidence from the data that the level of difficulty has increased. It is a change in instructional expectations that is clearly reflected in the task analysis. Increased complexity reflects the next logical step in instruction on the targeted skill. It may occur at the beginning of a data collection period or in the middle, but only if progress is demonstrated.

How the score for the student progress dimension was derived

The data documenting student progress on the skill selected by the teacher were the basis for the score. The required evidence included data collection sheets and a graph and analysis of the data. The data collection sheet also reflected the standards addressed in the instruction and the activities in which the skill was taught. The scoring guide was used to score the student progress within the data collection periods and to assign the achievement level.

Standards Dimension

Standards-Based Activities	There is little or no evidence of opportunity for the student to perform the functional targeted skill within the context of age appropriate standards-based activities.	There is evidence of opportunity for the student to perform the functional targeted skill within the context of age appropriate standards-based activities.	There is evidence of opportunity for the student to perform the functional targeted skill within the context of a variety of age appropriate standards-based activities.
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The state curriculum standards are the driving force behind instruction, entry evidence, and PACT-Alt portfolio products. Entries may evidence targeted skill/IEP objectives, and progress; however, limited evidence of instruction/performance towards the achievement of the state curriculum standards would affect the score on the assessment.

Definitions

Activity is the context within which the targeted skill is practiced.

Age-appropriate is the degree to which the skills, activities, materials and language reflect the chronological age of the student. To determine age appropriate, compare the student's age to the materials and activities referenced in the activities and portfolio. For example, a 13-year-old student would count articles such as CDs, art materials, or spaces on board games, but not teddy bear counters.

Variety refers to different types of settings that provide opportunities for practicing the targeted skill.

How the standards-based activity dimension score was derived

Evidence such as student work samples, photographs, videotapes etc. supported the student progress in standards-based instruction. If there was little or no evidence of student involvement in standards-based activities, the score was a level 1. Clear evidence of student involvement in standards-based activities scored at a level 2. Evidence of student involvement in a minimum of three different and in-depth activities scored at a level 3.

Opportunity for Student Self Determination/Choice Dimension

Opportunity for Student Self-Determination within Standards-Based Activities	There is little or no evidence of opportunity for the student to make choices.	There is evidence of opportunity for the student to make choices that impact student learning.	There is evidence of consistent opportunity for the student to make choices that impact student learning.
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Definitions

Self-determination or **choice making** provides the student with control over the learning environment.

This dimension evaluates the opportunities that the student had for self-determination or choice making, not how many times the student actually participated or made a choice.

Evidence of opportunity for self-determination or choice making must be included in each in-depth activity selected for inclusion in the portfolio. Only self-determination or choices documented within the context of these selected activities is used to score this dimension.

How the self-determination/choice making dimension was scored

Evidence of opportunities for the student to make high impact choices within standards-based activities was used to score this dimension. If the evidence indicated that the student had no opportunities or only one opportunity for choice within a standards-based activity, the score was a level 1. Evidence of student involvement in opportunities for choice that was embedded within two activities resulted in a score at a level 2. Evidence of student involvement in opportunities for choice embedded within three activities resulted in a score at a level 3.

Opportunity for Standards-Based Instruction in Multiple Settings Dimension

Opportunity for Standards-Based Instruction within Multiple Settings	There is no evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in settings other than specialized environments.	There is evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in a variety of settings.	There is evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in a variety of settings of which at least one must be with non-disabled peers or in the community.
---	--	--	--

Supporting evidence must be provided for any setting outside the special education classroom or specialized environments.

Definitions

Settings may include various places within the school, such as the library, cafeteria, general education classroom, or gym.

Community settings are places outside the school environment, such as restaurants, malls, stores, and museums.

Non-disabled peers are students without a disability who are within a two-year chronological age span of the student with disabilities.

Specialized environments include self-contained and resource classrooms, speech, occupational therapy, and physical therapy classes, and all areas of a special education school.

How the settings dimension score was derived

The score was based on the evidence of student instruction on the targeted skill in multiple settings. If the evidence indicated that the student received instruction only in special education environments or in just one other setting, the score was a level 1. Evidence of opportunities for instruction in more than two different places resulted in a score at the level 2. If the evidence reflected instruction in at least three different settings, and at least one was in the community, or the evidence supported that the student was involved with non-disabled peers, the dimension was scored at a level 3.

Use of the Results

The achievement level on the PACT-Alt reflects the student's progress in the general education curriculum. Results should be used to identify academic goals for the student and to improve teaching and learning for the coming school year.

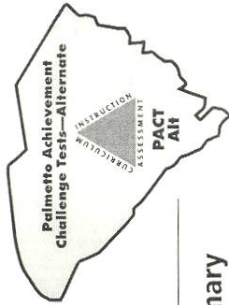
Although the PACT-Alt portfolio assessment includes evidence of instructionally embedded assessment within the *South Carolina Curriculum Standards* from across the year, it captures only a small part of the student's overall performance and instructional program. Parents and teachers will want to review IEP progress report data, teacher checklists, and other reports in making instructional decisions.

PACT-Alt 2004 Score Reports

Score reports are generated for each district and school as well as for individual students. Origin school reports and origin district reports contain data for students who were tested in that district and school. The following chart lists the types of PACT-Alt reports and the number of copies that the district and school receives.

PACT-Alt 2004 SCORE REPORTS	
Reports to the District	Reports to the School
<ul style="list-style-type: none">• Origin District Roster Summary<ul style="list-style-type: none">- 2 copies• Origin School Summary<ul style="list-style-type: none">- 1 copy• User Guide<ul style="list-style-type: none">- 1 copy	<ul style="list-style-type: none">• Origin School Summary<ul style="list-style-type: none">- 1 copy• Individual Student Report<ul style="list-style-type: none">- 2 copies<ul style="list-style-type: none">✓ 1 for School✓ 1 for Parent(s)• Brochure<ul style="list-style-type: none">- 1 copy for every student

Sample PACT-Alt 2004 District Roster Summary Score Report



SOUTH CAROLINA
PACT-Alt
2003-2004

District Roster Summary

District: Jordan

Student School	DEMOGRAPHIC INFORMATION				STUDENT PROGRESS			PROGRAM SUPPORTS							
	Student ID	Date of Birth	Gender	Ethnicity	Grade	Mathematics	English Language Arts	Science	Social Studies	Mathematics	English Lang. Arts	Science	Social Studies	Standards	Self-Determination
ABLE, MICHAEL SMITHTOWN JUNIOR HIGH	123456789123	06/19/87	M	W	5	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE
BAKER, CAROL LITTLE HARBOR ELEMENTARY	123456789123	11/29/87	F	W	3	OT	Below Basic	Below Basic	Below Basic	OT	OT	1.0	1.0	1.0	1.0
CASATO, JORGE SOUTH STREET MIDDLE SCHOOL	123456789123	02/21/87	M	H	6	Basic	Basic	Proficient	Basic	1.0	1.0	1.0	1.0	1.0	1.5
DELOREAN, ELIZABETH JAMESTOWN JUNIOR HIGH	123456789123	10/22/87	F	W	7	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE
Number of Below Basic (includes LE, OT and NE)						4	3	4	3						
Number of Basic						1	2	0	1						
Number of Proficient						0	0	1	0						
Number of Advanced						0	0	0	0						
Number Not Tested (includes IS)						0	0	0	1						

South Carolina PACT-Alt Users Guide 2003-2004

**SOUTH
PACT-A
2003-20**

Program Supports scores are based on the extent of supports provided to the student by the school program.

District: Jordan

page 1 of 2

Sample 1 PACT-Alt 2004 Student Score Report

Student: **Swenson, Matt**

Birth Date: 10/14/87

Student ID: 1234567

Grade: 8

School: JORDAN MIDDLE SCHOOL

District: JORDAN



SOUTH CAROLINA
PACT-Alt
2003-2004

Individual Student Report

MATHEMATICS

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
The evidence in Matt's portfolio indicated inconsistent or no progress on a targeted skill within the context of the mathematics curriculum standards.		Standards	There was limited or no evidence in the portfolio that the targeted skill was taught within the context of standards-based activities.	1.0
		Self-Determination/ Choice	There was limited or no evidence in the portfolio documenting the opportunity for student choice within the context of standards-based activities.	1.0
Achievement Level: Below Basic		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings including at least one setting with non-disabled peers or in the community.	3.0

ENGLISH LANGUAGE ARTS

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
The evidence in Matt's portfolio indicated progress on a targeted skill within the context of the ELA curriculum standards.		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of several age-appropriate standards-based activities.	2.0
		Self-Determination/ Choice	There was evidence in the portfolio documenting the opportunity for student choice within the context of several age-appropriate standards-based activities.	2.0
		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings.	2.0
Achievement Level: Basic				

Sample 1 PACT-Alt 2004 Student Score Report

Individual Student Report (continued)

SCIENCE

Student Progress	Program Supports			
<p>This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.</p>	<p>Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.</p>	Program Area	Description	Score
<p>Matt did not receive a Science score for student progress because the documentation was not related to the assigned Science curriculum standards.</p>		Standards	The documentation was not related to the physical Science curriculum standards.	--
		Self-Determination/ Choice	The documentation was not related to the physical Science curriculum standards.	--
		Multiple Settings	The documentation was not related to the physical Science curriculum standards.	--
Off Topic	<div>Did not relate to required Standard; therefore, Student Progress and Program Supports not scored.</div>			

SOCIAL STUDIES

Student Progress	Program Supports													
<p>This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.</p>	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	<table><tr><th>Program Area</th><th>Description</th><th>Score</th></tr><tr><td>Standards</td><td>Matt's portfolio was not scored for program supports because there was insufficient data in the portfolio to determine the extent of Program Supports.</td><td>--</td></tr><tr><td>Self-Determination/Choice</td><td>Matt's portfolio was not scored for program supports because there was insufficient data in the portfolio to determine the extent of Program Supports.</td><td>--</td></tr><tr><td>Multiple Settings</td><td>Matt's portfolio was not scored for program supports because there was insufficient data in the portfolio to determine the extent of Program Supports.</td><td>--</td></tr></table>	Program Area	Description	Score	Standards	Matt's portfolio was not scored for program supports because there was insufficient data in the portfolio to determine the extent of Program Supports.	--	Self-Determination/Choice	Matt's portfolio was not scored for program supports because there was insufficient data in the portfolio to determine the extent of Program Supports.	--	Multiple Settings	Matt's portfolio was not scored for program supports because there was insufficient data in the portfolio to determine the extent of Program Supports.	--
Program Area	Description	Score												
Standards	Matt's portfolio was not scored for program supports because there was insufficient data in the portfolio to determine the extent of Program Supports.	--												
Self-Determination/Choice	Matt's portfolio was not scored for program supports because there was insufficient data in the portfolio to determine the extent of Program Supports.	--												
Multiple Settings	Matt's portfolio was not scored for program supports because there was insufficient data in the portfolio to determine the extent of Program Supports.	--												
<p>Matt did not receive a score for Student Progress because there was no supporting evidence in the portfolio that progress occurred within standards-based instruction/activities.</p>														
No Supporting Evidence	Not enough evidence to score Student Progress and Program Supports.													

Parent Validation
Yes

Parents/Guardians verified that they reviewed the contents of the portfolio and that it reflects student's daily instruction.

More information about the scores on this report can be found on the descriptor sheet accompanying this report.

Sample 2 PACT-Alt 2004 Student Score Report

Student: **Long, Samantha**

Birth Date: 04/11/91

Student ID: 934567

Grade: 5

School: OAK HILL ELEMENTARY

District: JORDAN

SOUTH CAROLINA
PACT-Alt
2003-2004



Individual Student Report

MATHEMATICS

Student Progress	Program Supports		
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description
The evidence in Samantha's portfolio indicated that she made progress on a targeted skill that increased in complexity within the context of the mathematics curriculum standards.		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of a variety of age-appropriate standards-based activities.
Achievement Level: Proficient		Self-Determination/ Choice	There was evidence in the portfolio documenting the opportunity for student choice within the context of several age-appropriate standards-based activities.
		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings including at least one setting with non-disabled peers or in the community.
			Score
			3.0
			2.5
			3.0

ENGLISH LANGUAGE ARTS

Student Progress	Program Supports		
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description
The evidence in Samantha's portfolio indicated consistent progress on a targeted skill that increased in complexity within the context of the ELA curriculum standards.		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of a variety of age-appropriate standards-based activities.
Achievement Level: Advanced		Self-Determination/ Choice	There was evidence in the portfolio documenting the opportunity for student choice within the context of a variety of age-appropriate standards-based activities.
		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings including at least one setting with non-disabled peers or in the community.
			Score
			3.0
			3.0
			3.0

Sample 2 PACT-Alt 2004 Student Score Report

Individual Student Report (continued)

SCIENCE

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of a variety of age-appropriate standards-based activities.	3.0
The evidence in Samantha's portfolio indicated progress on a targeted skill that increased in complexity within the context of the science curriculum standards.		Self-Determination/ Choice	There was limited or no evidence in the portfolio documenting the opportunity for student choice within the context of standards-based activities.	1.0
Achievement Level: Proficient		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings.	2.0

SOCIAL STUDIES

Student Progress	Program Supports			
<p>This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.</p>	<p>Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.</p>	Program Area	Description	Score
<p>Samantha did not receive a score in Student Progress because the student enrolled in the school after January 31, 2004 and there was not adequate time to collect sufficient evidence of student progress.</p>		Standards	Samantha's portfolio was not scored for program supports because the student enrolled in the school after January 31, 2004 and there was not adequate time to collect sufficient evidence.	--
		Self-Determination/ Choice	Samantha's portfolio was not scored for program supports because the student enrolled in the school after January 31, 2004 and there was not adequate time to collect sufficient evidence.	--
		Multiple Settings	Samantha's portfolio was not scored for program supports because the student enrolled in the school after January 31, 2004 and there was not adequate time to collect sufficient evidence.	--
Late Enrollment	<div>No score for Student Progress or Program Supports due to Late Enrollment</div>			

No score for Student Progress or Program Supports due to Late Enrollment

Parent Validation
Yes

Parents/Guardians verified that they reviewed the contents of the portfolio and that it reflects student's daily instruction.

More information about the scores on this report can be found on the descriptor sheet accompanying this report.

PACT-Alt 2004 Assessment Scoring Sample 1

The following samples were collected during the scoring of the PACT-Alt and selected as exemplars. Anonymity has been preserved for the student, teacher, school, and district by eliminating identifying information. Multiple dimensions of the scoring guide criteria may be applied to a single piece of evidence. Each sample is preceded by a brief explanation as to how the criteria apply to the sample.

Math – Description of ‘Vending Machine’ Example:

The student score is ‘Advanced’ because the student made progress in the second, third, and fourth data collection periods. Increased complexity was also evidenced in the second, third, and fourth data collection periods. The entry scored a level 3 in the standards dimension because the entry included evidence of three in-depth standards-based activities showing a beginning, a middle, and an end. All three of the activities evidenced the student making a meaningful choice in his mode of communication for a score of level 3 in Self-Determination/Choice. The entry also evidenced the student using a vending machine for purchases in the teacher lounge, the classroom, and two community settings for a score of level 3 in Multiple Settings.

PACT-Alt 2004 Assessment Scoring Sample 1

Student: Joey

Standards: IA, IC, IE

Targeted Skill: Identify and use numbers independently.

Mathematics Data Collection Sheet 3

Page:

The Student's target skill is to name the numbers 11 through 15, match the numbers to correct number of objects and use numbers. This skill is linked to the state's mathematics curriculum standards in the Number and Operation strand.

Teacher use data to make instructional decisions. The student made consistent progress through the previous data collection period and in the beginning of this period. The teacher raised the instructional expectations in the middle of this period. When the student is ready for the next step, instruction should increase in complexity at nearly the same rate as the student makes progress.

	1/7/2004	1/16/2004	1/28/2004	2/5/2004	2/13/2004	2/20/2004
1 Name number: 11	+	+	+	+	+	+
2 Name number: 12	-	-	-	-	-	-
3 Name number: 13	-	-	+	-	-	-
4 Name number: 14				+	-	+
5 Name number: 15				-	-	+
6 Match numbers to objects	-	+	+	-	-	-
7 Count and use numbers	+	+	+	+	+	+
8						
Total Possible	5	5	5	7	7	7
TOTAL SCORE	40	60	80	43	29	57
Settings	C	C	TL	L	CA	TL

Based on the prompt levels listed in the Data Codes/ Description, the student has increased his level of independence. Progress is graphed on the next sample.

Description of Activities

1/7 Student choose color, folded and cut paper to make chains.
 1/16 Count and put away all napkin holders in cafeteria.
 1/28 Prepare for trip to Bilo, made shopping list using store ad and checked to see if he had enough money.
 2/13 Student predicted how many hearts he had in his box.
 2/20 Student chose snack and went to vending machine to buy a snack.

Wgt.	Data Codes/Descriptions	
1	+	Independent
	-	Verbal prompt

Setting Codes/Descriptions	
C	SPED Classroom
L	Lunchroom
TL	Teacher Lounge
CA	Cafeteria

The teacher data collection sheet shows how the student generalizes the skill in several different settings.

PACT-Alt 2004 Assessment Scoring Sample 1

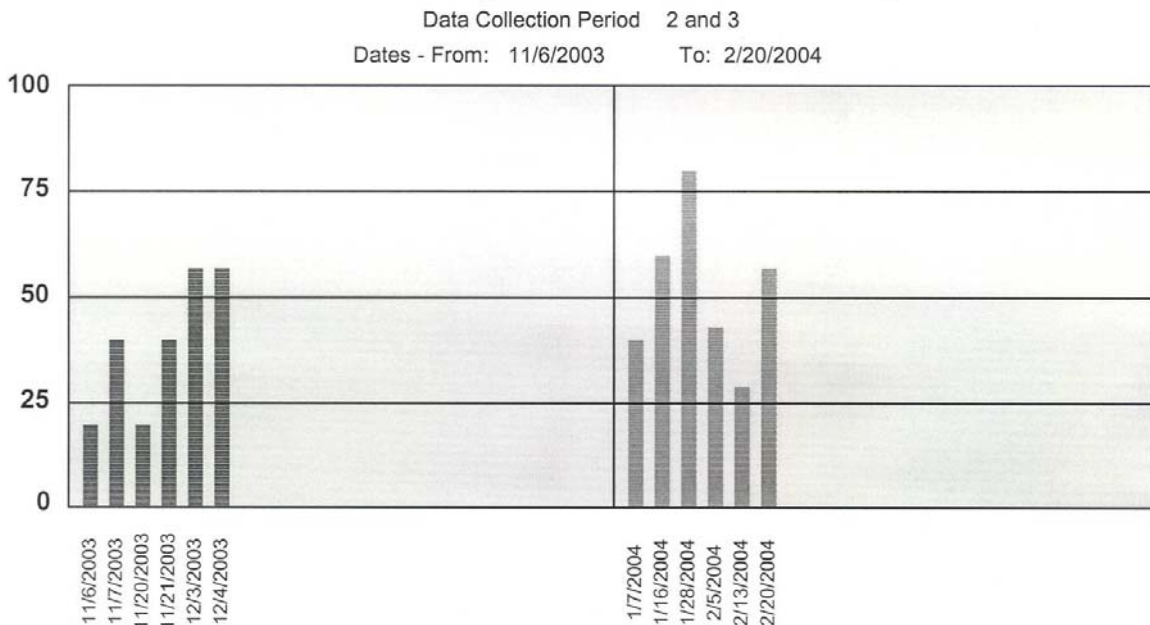
The student's progress is graphed to show gains and losses across the second and third data collection periods.

Student: Joey

Page Number:

Targeted Skill: Identify and use numbers independently.

Mathematics Graphing of Student Progress



This graph represents the following information:

Description of Progress:

- ☒ Student's prompt level of support decreased.
- ☐ Student reduced time needed for task from _____ to _____
- ☐ Student learned new tasks.
- ☐ Other (specify) _____
- ☐ No progress (specify steps to change instruction) _____

Description of Increased Level of Complexity:

- ☒ Steps were added (please specify the steps).
- ☐ Steps added new skills to repertoire (e.g., learned new functional sight words).

Specify new skills: ADDED NUMBERS 14 AND 15.

- ☐ Other (specify) _____

ADDED NUMBERS 14 AND 15

PACT-Alt 2004 Assessment Scoring Sample 1

All supporting evidence must have the student's name, the date of the activity, the setting in which it took place, and a brief description. All of the following evidence was attached to pages labeled 'Supporting Evidence' with the required information at the top. The activity is evidenced through the data collected on that day, and a collection of student work samples that clearly evidence the beginning, middle, and end of the activity.

SUPPORTING EVIDENCE

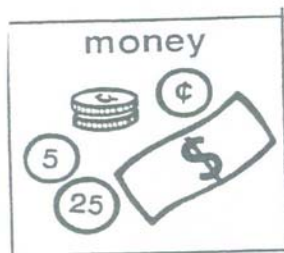
Name: JOEY

Date: 2/20/04

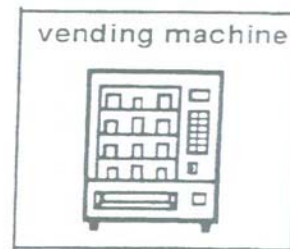
Settings: VENDING/TEACHERS LOUNGE

Description: Next 4 pages – In depth activity student chose his snack and went to the vending machine to buy his snack.

I want to spend my



at the



I have

nickel



dime



quarter



or

quarter



quarter

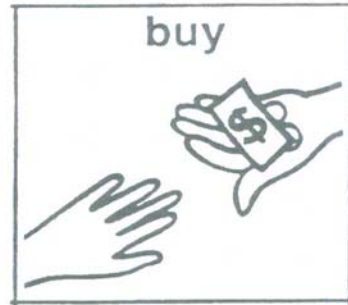


This student work sample reflects the beginning of this standards-based activity. The student decided if he had enough money to go buy a snack at the vending machine.

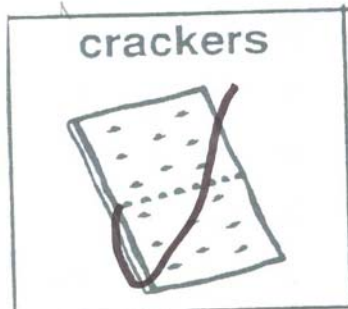
PACT-Alt 2004 Assessment Scoring Sample 1

This work sample shows the middle of an in-depth standards-based activity. The student chooses to buy crackers at the vending machine.

I want to



1.



3.



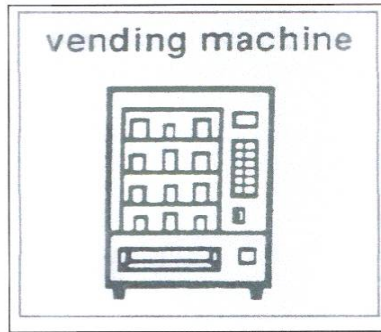
2.



4.

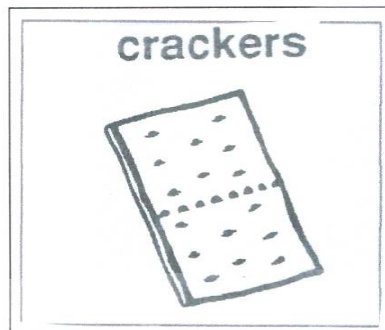


At the



This work sample shows the middle of an in-depth standards-based activity. The student marks which buttons on the vending machine were pushed to get his snack.

For



You

Push

11

12

_____ ✓

13

14

15

A

_____ ✓

B

C

D

E

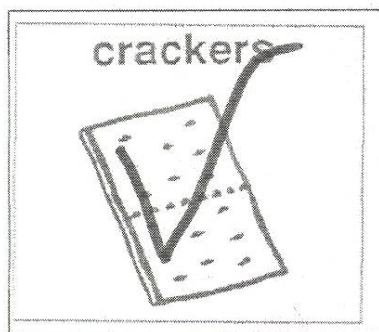
Peer Note:

Joey pushed all the right buttons. Tyrone

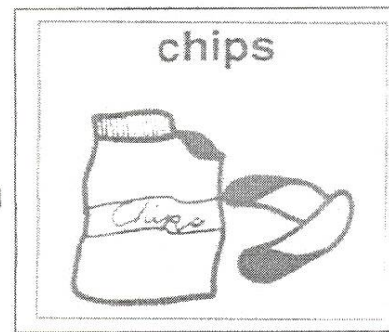
The student marked that he did get the snack he chose. This review by the student was the end of the activity.

Did you get what you wanted?

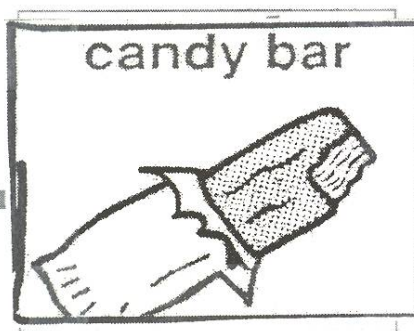
1.



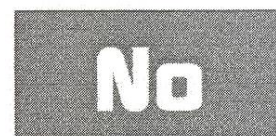
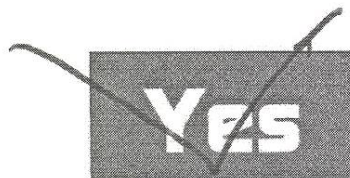
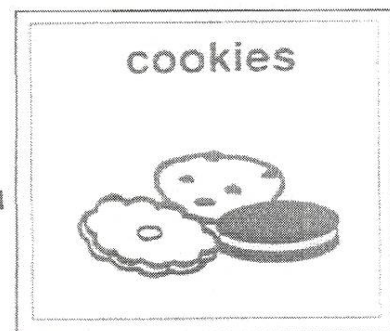
2.



3.



4.



PACT-Alt 2004 Assessment Scoring Sample 2

The following samples were collected during the scoring of the PACT-Alt and selected as exemplars. Anonymity has been preserved for the student, teacher, school, and district by eliminating identifying information. Multiple dimensions of the scoring guide criteria may be applied to a single piece of evidence. Each sample is preceded by a brief explanation as to how the criteria apply to the sample.

Science – Description of ‘Huff & Puff’ Example:

The student score is Basic because the student made progress in the second, third, and fourth data collection periods, but increased complexity was not evidenced. The entry did have an in-depth standards-based activity that evidenced a beginning, a middle, and an end. The entry also had several standards-based activities that evidenced a beginning and middle, but no end for an overall score of 2 in the Standards dimension. The entry included some evidence of the student making meaningful choices in his mode of communication for a score of 2 in Self-Determination. The entry showed evidence of two settings (the classroom and science lab) for a score of 1 in Multiple Settings.

PACT-Alt 2004 Assessment Scoring Sample 2

Student: Joey

Standards: IA1, IA2, IA3, IA4

Targeted Skill: Use 5 senses to explore environment.

The student's targeted skill is to sort, count, and measure using the senses to explore the environment. This skill is linked to the state's Science Curriculum Standards.

Science Data Collection Sheet 4

Page:

	3/11/2004	3/12/2004	3/17/2004	3/18/2004	3/19/2004	3/22/2004	4/5/2004
In-Depth Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1 Observe	1	1	1	1	3	2	3
2 Sort (4)	1	1	2	2	1	1	4
3 Count/Measure	1	2	1	1	2	2	2
4 Graph/Express	1	1	2	3	1	1	2
5							
6							
7							
8							
Total Possible	20	20	20	20	20	20	20
TOTAL SCORE	20	25	30	35	35	40	50
Settings	H	H	SL	C	C	C	SL

Based on the prompt levels listed in the Data Codes/Description, the student has increased his level of independence. Progress is graphed on the next sample.

Description of Activities

3/10 Chose one of six colors of the rainbow to make rainbow rings.
 3/11 Sorted rings of color & placed each one to make the rainbow.
 3/12 Mixed primary colors of food dye to make colors of rainbow.
 3/17 Students break into the food groups their meals for the day.
 3/18 Circles which foods go in the milk, vegetable and fruit groups.
 3/19 Choose which food goes in bread.
 4/5 Huff & Puff: Predicted which object could be blown the farthest.

Wgt. Data Codes/Descriptions

1	1	Physical Hold
2	2	Physical Guidance
3	3	Gestures w/Verbal
4	4	Verbal Only
5	5	Independent

Setting Codes/Descriptions

C	Classroom
H	Hall
SL	Science Lab

Teachers use data to make instructional decisions. The student made consistent progress through the previous data collection period, but the instruction was not changed during the period. When the student is ready for the next step, instruction should increase in complexity at nearly the same rate as the student makes progress.

The teacher data collection sheet shows how the student generalizes the skill in several different settings.

The activities in which data was collected were attached to the data collection sheet. These were standards-based activities across the physical and life science strands, but only those activities that reflected instruction in physical science were included in the portfolio.

PACT-Alt 2004 Assessment Scoring Sample 2

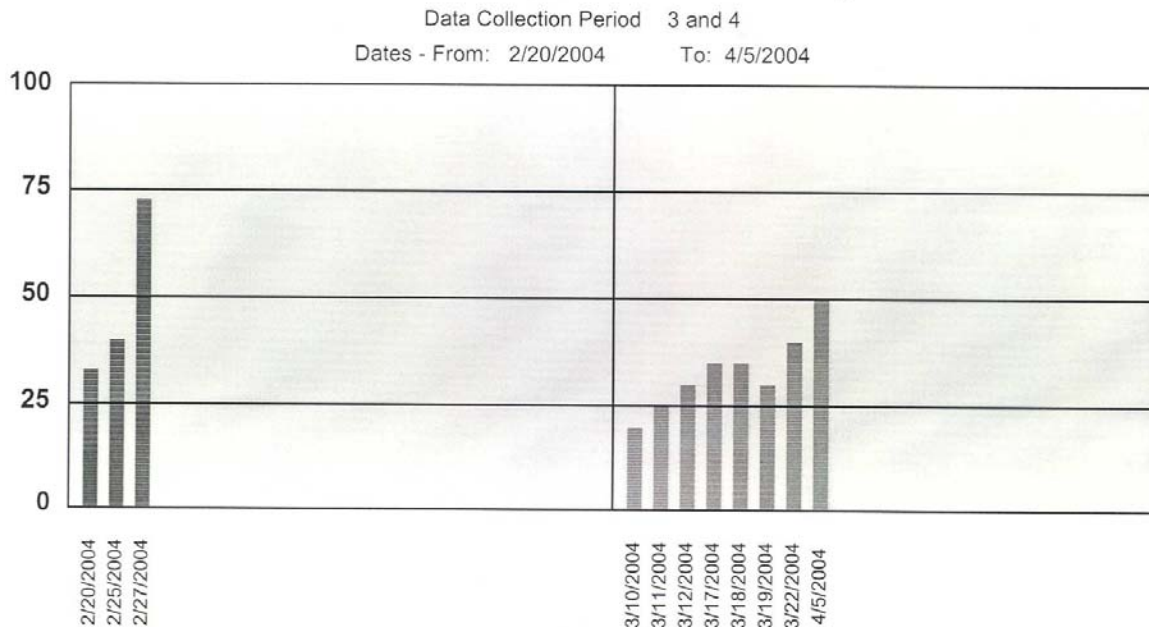
The student's progress is graphed to show gains and losses across the data collection period.

Student: Joey

Page Number:

Targeted Skill: Use 5 senses to explore environment.

Science Graphing of Student Progress



This graph represents the following information:

Description of Progress:

- ☒ Student's prompt level of support decreased.
- ☐ Student reduced time needed for task from _____ to _____
- ☐ Student learned new tasks.
- ☐ Other (specify) _____
- ☐ No progress (specify steps to change instruction) _____

Description of Increased Level of Complexity:

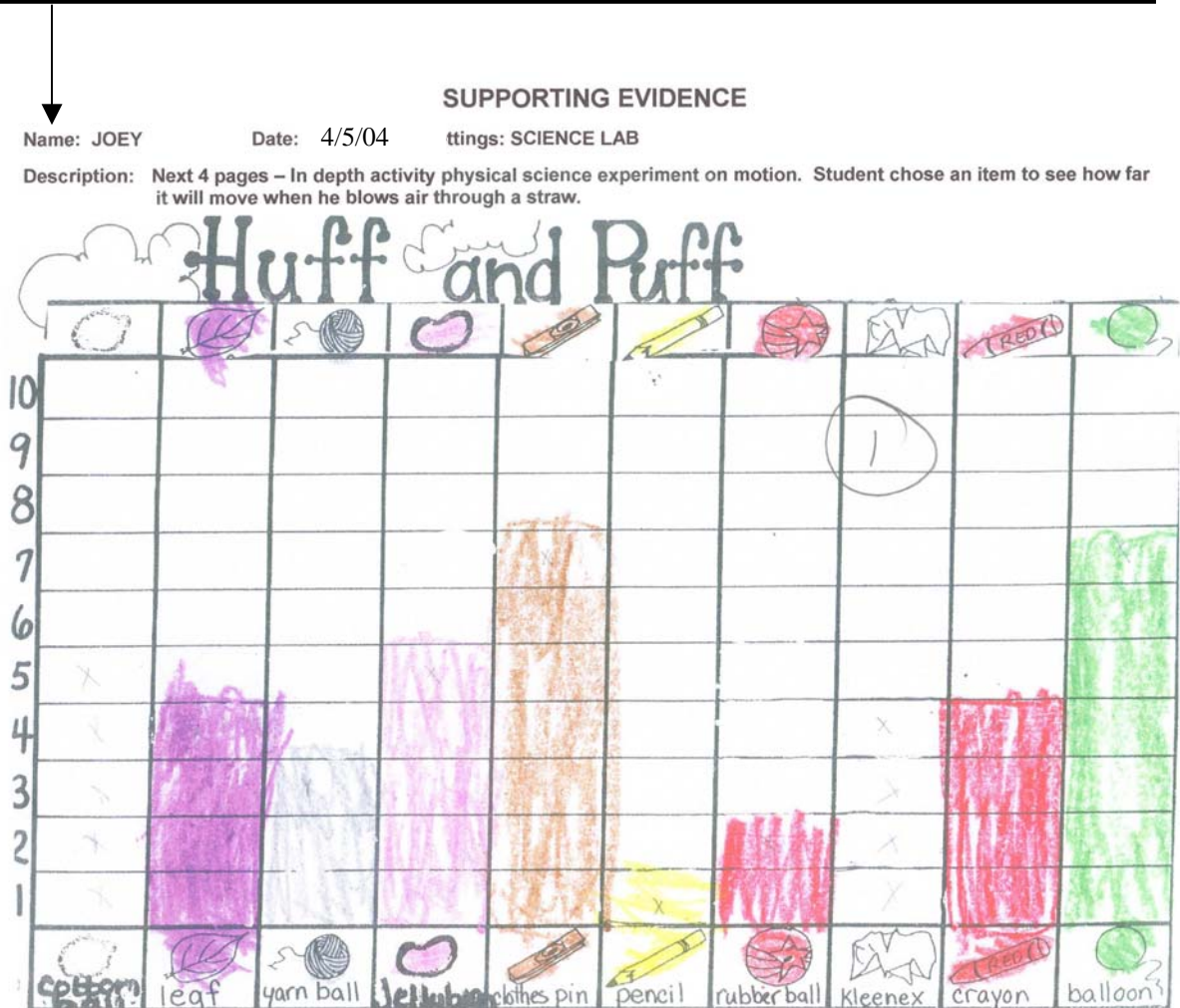
- ☐ Steps were added (please specify the steps). _____
- ☐ Steps added new skills to repertoire (e.g., learned new functional sight words).

Specify new skills:

- ☐ Other (specify) _____

PACT-Alt 2004 Assessment Scoring Sample 2

All supporting evidence must have the student's name, the date of the activity, the setting in which it took place, and a brief description. All of the following evidence was attached to pages labeled 'Support Evidence' with the required information at the top. The activity is evidenced through the data collected on that day, and a collection of student work samples and pictures. Pictures used as supporting evidence must clearly show the student performing the skill or activity.



This graph reflects the beginning of an in-depth standards-based activity. The student predicts which object will move the farthest when air is blown through a straw.

PACT-Alt 2004 Assessment Scoring Sample 2

This picture shows the middle of an in-depth standards-based activity. The student chooses a yarn ball for this experiment. The picture not only shows the student making a choice, but also evidences the science lab setting on the data collection sheet.

SUPPORTING EVIDENCE

Name: JOEY

Date: 4/5/04

Settings: SCIENCE LAB

Description: Student is choosing which item he wants for the experiment.



PACT-Alt 2004 Assessment Scoring Sample 2

This picture shows the middle of an in-depth standards-based activity. The student is seeing how far he can move the yarn ball by blowing air through a straw.

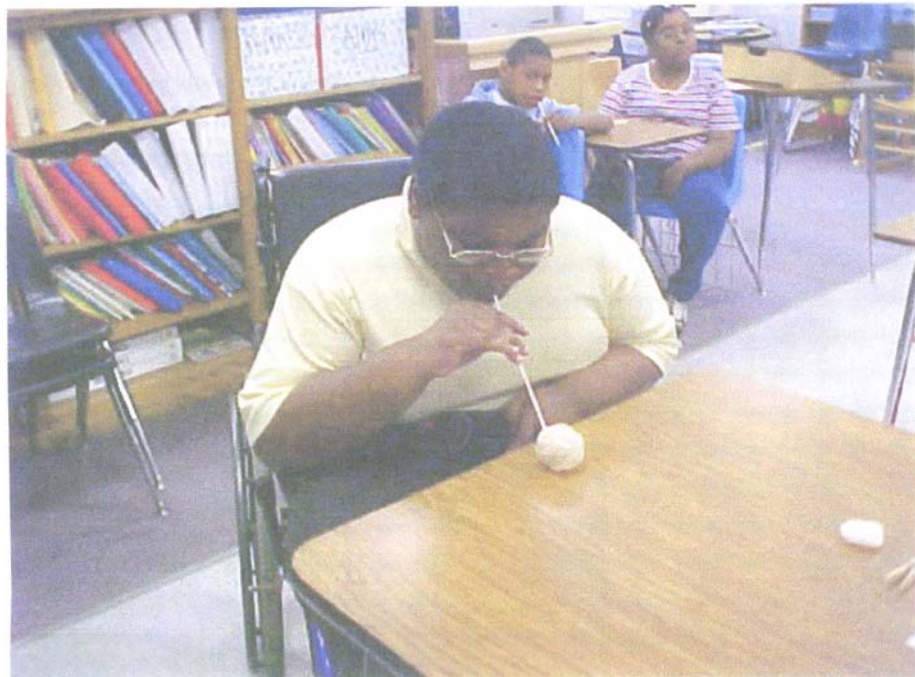
SUPPORTING EVIDENCE

Name: JOEY

Date: 4/5/04

Settings: SCIENCE LAB

Description: Student is trying to move a yarn ball by blowing air through a straw.



PACT-Alt 2004 Assessment Scoring Sample 2

The student graphed what was observed during the experiments and then checked predictions for accuracy. This was the end of the activity.

HOW MANY SAW IT MOVE.



Creating Enhanced Programs

The purpose and use of the alternate assessment mirror those of the state assessment. It will produce information useful for planning and instruction at system, school, and student levels; and it will provide data to document program effects. Portfolio contents are developed so that programs will be in constant movement toward what are currently considered the best instructional practices in special education. Some ways teachers and parents can create enhanced programs are to:

- merge the processes of instruction, assessment, teaching and learning,
- keep working folders at all grade levels, reviewing periodically for on-going assessment,
- examine the portfolio guidelines, requirements, scoring guides, and examples,
- model and practice making extensions and connections throughout the year (extensions occur when students can generalize the skills in natural settings),
- offer extensive opportunities for students to establish interactions and social relationships with their non-disabled peers, and
- ensure that programs will be based on best practice research in offering integrated settings, age-appropriate materials, functionality, assistive technology, and opportunities for choices.